

U.S. Department of Education
2011 - Blue Ribbon Schools Program
A Public School

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Ken Gagner

Official School Name: Battle Lake Elementary School

School Mailing Address: 402 Summit Street W
Battle Lake, MN 56515-4029

County: Otter Tail County State School Code Number: 0542-010

Telephone: (218) 864-5217 E-mail: kgagner@battlelake.k12.mn.us

Fax: (218) 864-0919 Web URL: http://battlelake.k12.mn.us/

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Jeffrey Drake Superintendent e-mail: jdrake@battlelake.k12.mn.us

District Name: Battle Lake Public School District District Phone: (218) 864-5215

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Paul Ness

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

11MN13

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2010-2011 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2005.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2006, 2007, 2008, 2009 or 2010.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

11MN13

All data are the most recent year available.

DISTRICT

1. Number of schools in the district: 1 Elementary schools
(per district designation) 0 Middle/Junior high schools
1 High schools
0 K-12 schools
2 Total schools in district
2. District per-pupil expenditure: 9183

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 1
5. Number of students as of October 1, 2010 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	21	16	37
K	18	17	35		7	0	0	0
1	11	21	32		8	0	0	0
2	20	14	34		9	0	0	0
3	14	13	27		10	0	0	0
4	22	21	43		11	0	0	0
5	21	18	39		12	0	0	0
Total in Applying School:								247

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
3 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
95 % White
2 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2009-2010 school year: 10%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2009 until the end of the school year.	10
(2)	Number of students who transferred from the school after October 1, 2009 until the end of the school year.	15
(3)	Total of all transferred students [sum of rows (1) and (2)].	25
(4)	Total number of students in the school as of October 1, 2009	257
(5)	Total transferred students in row (3) divided by total students in row (4).	0.10
(6)	Amount in row (5) multiplied by 100.	10

8. Percent limited English proficient students in the school: 0%

Total number of limited English proficient students in the school: 0

Number of languages represented, not including English: 0

Specify languages:

9. Percent of students eligible for free/reduced-priced meals: 44%

Total number of students who qualify: 108

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%

Total number of students served: 26

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>11</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>14</u>	<u>0</u>
Special resource teachers/specialists	<u>6</u>	<u>0</u>
Paraprofessionals	<u>9</u>	<u>2</u>
Support staff	<u>8</u>	<u>3</u>
Total number	<u>39</u>	<u>5</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 18:1

13. Show the attendance patterns of teachers and students as a percentage. Only high schools need to supply graduation rates. Briefly explain in the Notes section any student or teacher attendance rates under 95% and teacher turnover rates over 12% and fluctuations in graduation rates.

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Daily student attendance	96%	97%	96%	97%	96%
Daily teacher attendance	99%	99%	99%	99%	99%
Teacher turnover rate	0%	0%	0%	0%	0%
High school graduation rate	0%	0%	0%	0%	0%

If these data are not available, explain and provide reasonable estimates.

14. For schools ending in grade 12 (high schools): Show what the students who graduated in Spring 2010 are doing as of Fall 2010.

Graduating class size:

Enrolled in a 4-year college or university

_____ %

Enrolled in a community college

_____ %

Enrolled in vocational training

_____ %

Found employment

_____ %

Military service

_____ %

Other

_____ %

Total

_____ **0%**

PART III - SUMMARY

11MN13

Battle Lake Public School's Mission: Striving toward educational excellence in a safe, respectful, accepting environment: preparing all students to meet the challenges of a changing world.

Battle Lake Elementary School is a small, rural school in Western Minnesota. Our school, with about 240 students, is a part of a K-12 school district with just under 500 students. Demographically, we are approximately 94% white with a free/reduced lunch rate of 43.5 percent. Once driven by an agriculturally-based economy, our community is now largely supported by tourism. The county is a destination place for vacationers as well as those seeking a place to enjoy their retirement years.

While it might be a stretch to refer to Battle Lake in “Lake Wobegon” terms, in many respects, we do enjoy the idyllic characteristics of small town American life. We believe that through encouragement, nurturing, high expectations, and uncompromising standards, each of our students can indeed be, “above average” and successful. We are not without our challenges, however, we embrace them with a strong work ethic and problem-solving approach. Perhaps most importantly, we have become less beholden to past practice. Instead, we focus more on developing a vision for how we want things to be. We establish goals that support our vision with accompanying strategies, tactics, and timelines to ensure we are making progress. That type of thinking takes courage and a commitment to risk-taking. This is our story....

Three years ago, our district embarked on a journey to transform our school from good to great. The process culminated in a fifty-page strategic plan that was adopted by our school board in June of 2008. The plan involved input from virtually every constituency group in our community. The heart and soul of this work is embodied in our commitment to offer a world class liberal arts education built upon a foundation of math, science and language arts. This goal not only reflected the beliefs of our school, it represented the values and beliefs of our community.

Demonstrating our commitment to a well-rounded education, our students receive daily instruction in music and are also exposed to both Spanish and Mandarin Chinese. Art instruction is delivered from a teacher on staff as well as through the utilization of local community artists. The art foundation produced at the elementary has been integral to the success our older students experience in art competitions.

At the upper elementary grades, our students also experience a unique learning opportunity tailored to our local ecology by extending our classroom to nearby Glendalough State Park. This experiential learning model has fostered a greater connection and understanding of our ecosystem as well as an appreciation for the natural resources of the area. Minnesota assesses science in addition to math, reading and writing. With respect given to the demands of employers desiring students with stronger skills, science education is a focal area in our strategic plan. The science standards are only measured in fifth grade at the elementary level, however, we feel it is important to note that 89% of Battle Lake fifth grade students met or exceeded the standard compared to a state average of 46%. In 2010, forty three percent of our students exceeded the standard compared to 14% in 2006 and 18% in 2007. We are very pleased with our achievement progress in this area.

Our school is rich with tradition. The sixth grade class travels to St. Paul each spring to tour our state capitol and visit the Minnesota Science Museum. Our fifth graders spend two days at Long Lake Conservation Camp - an experience often regaled in future years! We bring parents in to celebrate literacy through a program we call Pastries For Parents. Each child that attends gets to pick out a free book. We also involve parents beginning in kindergarten with family activities designated as Family Fun Fridays. Families might make and eat stone soup, watch their students perform short plays, carve pumpkins, or any other number of activities that connect students and their families to the learning that is going on in the classroom.

We are very proud of our school, its traditions and our wonderful school climate. The work being done by our staff and the success attained by our students has been remarkable. In 2009, Battle Lake was the only K-12 district in Minnesota to be recognized by the Minnesota Academic Excellence Foundation's Spotlight on Schools Award. We followed that up in 2010 by being one of only two K-12 districts in Minnesota to receive this honor. Additionally, the district has received regional Star of Innovation awards for the past two years and our high school was recognized by U.S. News and World Report as one of America's Best High Schools in 2009.

Though the awards and recognition have been appreciated, they aren't the reason we have initiated change and reform. We are simply providing the type of education that we feel will create the citizens our world needs today to meet the challenges of tomorrow. We believe in what we are accomplishing and it shows!

Why is Battle Lake Elementary worthy of Blue Ribbon status? We have demonstrated success in increasing student achievement and designing an educational experience that is world class. While we are very proud of our test scores, we hope that we have conveyed that our school is more than that. We challenge students to excel and we are not afraid of taking risks. Anecdotally, teachers who have come to the area to retire and decide they would like to substitute teach for us remark on what an amazing little school this is. Those genuine and unsolicited compliments say a lot. We hope that you agree.

1. Assessment Results:

http://education.state.mn.us/ReportCard2005/schoolDistrictInfo.do?SCHOOL_NUM=010&DISTRICT_NUM=0542&DISTRICT_TYPE=01

We have shown very strong progress in student achievement over the past five years. We analyze our performance each year in math, reading, and science as all three of these areas are assessed by Minnesota as part of the Minnesota Comprehensive Assessments. The Minnesota Comprehensive Assessments were Minnesota's response to the testing requirements from the No Child Left Behind Legislation. Students receive a scale score which places them in one of four categories: "Does Not Meet the Standards" "Partially Meets the Standards" "Meets the Standards" or "Exceeds the Standards." The "meets" and "exceeds" categories fulfill making adequate yearly progress. Each year the cut score for each category has been raised as schools worked to meet the 100% student compliance requirement for 2014.

Although we have experienced growth in all areas, math is the area with our most significant increase. As we analyzed our five year data, our percentage increase over that time was 8.84. That represents nice growth, but we think that statistic doesn't really tell the whole story of our transformation in mathematics education. When you look at our student results during that time, you find that the percentage of students who met or exceeded the state standards went from a low of 75% in 2006 to a high of 90% in 2010. In fact, the trending for the percentage of meets plus exceeds standards rose every year with the exception of 2009 – 75%, 81%, 88%, 81% and 90%.

We are pleased with that progress, but that doesn't show the remarkable aspect. The real transformation comes through examining the number of students whose growth progressed beyond just meeting the standard. The number of students who exceeded the state standard in math went from a low of 33 in 2006 to a high of 88 in 2010. For a school that typically only has a 138 to 162 students take the assessment, that growth is something for which to be extremely proud. The data shows that the number of students exceeding the standard rose each year: 33, 58, 66, 70 and finally 88. We believe that level of growth really speaks to the effort of both faculty, staff, and students.

Our data can be further disaggregated to compare how our students who are eligible for free or reduced priced meals do in comparison to other students in math. In third grade, 62.5% of our free reduced priced meals students exceeded the standards compared to a state average in that category of 24.96%. That trend continues in fourth grade (41.17% B.L. vs. 19.94% State) and sixth grade (26.66% B.L. vs. 10.88% State) – no comparison data was present for fifth grade. If we examine the same category of data from 2006, third grade (18.18% B.L. vs. 15.26% State), fourth grade (27.27% B.L. vs. 12.17% State), fifth grade (19.04% B.L. vs. 9.02% State) and sixth grade 14.28% B.L. vs. 6.6% State). There is evidence of significant growth in reaching these students as their "exceeds standards" percent has increased noticeably during that time span.

Reading has been a strong instructional area for our district for some time. This is credited to excellent instruction and the use of Accelerated Reading as a supplemental program which successfully measures reading comprehension. The following data trends are present in looking at the percentage of students that met and exceeded the standards since 2006: 84%, 85%, 93%, 86%, and 90% in 2010. In both 2010 and 2008, ninety one students out of 130 – 140 exceeded the state reading standard. The number of students exceeding the standard was in the low to mid seventies back in 2006 and 2007.

As we disaggregate data based on students eligible for free or reduced priced meals, we again see marked performance improvement when compared to the state average. In 2010, 81.25% of Battle Lake third graders who qualified for free or reduced lunch exceeded the state reading standard as compared to a state average of 32.15%. The past two years have typically seen a 15% - 25% increase over the state average in the "exceeds standard" for reading in grades three through six. Overall the percentage of "meets

standards” plus “exceeds standards” has been consistently strong over the past five years and well above the state average for students falling within the free or reduced lunch category.

The results we have attained do reflect a commitment to quality instruction and support for all students. We are seeing students from diverse socio-economic backgrounds excelling in our school system.

2. Using Assessment Results:

Several years ago we made a conscious choice to embrace a data-driven decision making model. The early stages of this process involved establishing baseline data, providing staff development for teachers in how to use the data, and educating parents and students on assessment results. We have continued to do these things as we have learned more about the strengths and weaknesses of our curriculum and instruction and embraced new assessment tools and strategies.

We are now at the point where we have enough longitudinal data to make sound curricular and instructional decisions. We utilize several sources of information. Our state provides the Minnesota Comprehensive Assessments to determine if schools are making adequate yearly progress. We examine these results very closely on an annual basis. We also use NWEA’s products to assess student achievement. This allows both our staff and students to have immediate feedback on student achievement growth. It also provides us with tremendous flexibility in selecting reports to assist us in evaluating our curriculum and instruction.

We use this data in a number of ways that have been instrumental in increasing student achievement. We examine student performance on an individual level. We also look at classroom, grade level, school and district performance on a whole. This is done both within the school testing year and in longitudinal comparisons. We begin each year with a data retreat in August to examine results, discuss what they mean, and make plans for improvement. One recent change directly related to our data has been the incorporation of Study Island as an enhancement for reading instruction. We are also firm believers in Accelerated Reading and Accelerated Math as supplements to regular instruction.

A few years ago, frustrated with our testing results, the district examined its approach to curricular alignment and selection. It lacked a cogent curriculum review process and there was haphazard continuity between grade levels. Our curriculum is now aligned both internally and with the Minnesota state standards. We have a curriculum review cycle in place that provides a structure for periodic analysis and reflection.

In our efforts to seek improvement, we have embraced an RTI movement this year. Our initial work includes a series of one-minute reading probes to assess reading fluency as part of an RTI initiative. We can identify students who are not performing at grade level and use targeted interventions to specifically address any skill deficits. We have set aside staff development time for grade level meetings to analyze results and to bring in a reading interventionist to assist us in selecting proven research-based best practices for reading instruction.

3. Communicating Assessment Results:

As our commitment to data-driven decision-making has evolved, so too have our practices on communicating assessment results. Several years ago, discussion of assessment results were largely an internal conversation taking place among teachers and administrators. We have undergone a significant evolution since that time.

Students and parents receive the Minnesota Comprehensive Assessment results at fall conferences. These scores are from the preceding April testing period. Minnesota districts typically receive the scores from the state in late July to mid-August.

We utilize Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) to assess student achievement. The assessments provide immediate feedback to students through a score report.

Parents also receive individual score reports and growth charts highlighting student learning progress. By and large, these reports are self-explanatory, however, we do review the format for the reports and discuss individual students results as needed at parent-teacher conferences. We also use them to determine individual student learning needs and communicate those needs to parents.

As part of our Response to Intervention (RTI) initiative this year, reading probes were administered to our elementary teachers. Parents received the results of the reading probes at conferences. As we collect more data, targeted instructional services tailoring student needs will be implemented in the classroom along with individual need-based interventions.

Each fall, we begin our school year with a data retreat. This is followed by a welcome back to school meeting where part of the presentation is geared towards student assessment results. The administration also prepares a detailed presentation to the school board with an opportunity for questions.

Finally, our grade level testing results were shared in a community education letter that went to all district residents this fall. Some of the results were shared through a monthly superintendent's column in the local paper. We continue to look for effective ways to communicate assessment results to our students, parents, and community.

4. Sharing Lessons Learned:

Our district has been very open about sharing our experiences. We also continue to learn from colleagues in other districts. Our administrators are active in professional organizations where it is quite common to share ideas that are working well – or brainstorm solutions to the challenges many of us face. This may be done at monthly division meetings through professional organizations or via email or phone conversations. These communications take place quite regularly. The area principals are very willing to share ideas and have formed a very collegial and collaborative group.

The building principal presented on the topic of strategic planning at the summer conference for principals in June of 2010 and is active in writing newspaper articles and press releases promoting the educational innovation that is taking place in the district.

We have also hosted visits from area schools interested in learning about our programs and educational model. So far this year, we have hosted visits from two districts, one of which was about three hours from our location. We provide them with a tour of our school and also sit down with them to explain our program, share our master schedule, and discuss our educational philosophy.

Last year brought an opportunity for the building principal to work with area school leaders on a project called, "Connecting for HS to Postsecondary Success." The program was sponsored by the Minnesota Department of Education and North Central Regional Educational Laboratory (NCREL) based out of Colorado. The dialogue and problem-solving strategies were excellent. Each principal shared a targeted learning intervention their school developed called a fractal. At the conclusion of the year-long learning and dialoguing sessions, each principal shared what worked well and what they would change about the intervention in the future. A school administrator from the district will be moderating a round-table discussion of work accomplished and sharing results at the Winter 2011 administrator's conference in Minneapolis.

Our faculty has become very active in seeking advanced degrees in education. The delivery of these programs in our rural location typically entails establishing cohort groups. Our teachers share information about our programs as well as learn about the initiatives being undertaken by other schools through these cohorts.

Through multiple channels of communication and exposure to other systems and ideas, we have all prospered by offering a stronger educational experience than before.

1. Curriculum:

Students in grades kindergarten through six must meet state adopted standards in the subjects of language arts, math, science, and social studies. Standards in the arts, health, and physical education are locally adopted and approved. Battle Lake Schools have these standards documents available for public viewing. Documents include the standard which students are expected to meet, benchmarks, instructional activities, and assessments. In other words; we share what the student is expected to learn, when they should learn it, how we will teach it, and how we will know if students have learned the material. Due to the size of the standards based documents, it is not possible to list them in the word count allowed.

Students must show proficiency in each subject area as shown through formal assessments, teacher assigned grades, and professional judgment. Students are evaluated through local and state assessments. Students in grades three through six are assessed using the Minnesota Comprehensive Assessments in the subjects of reading and math and also are assessed with NWEA's in all the core subjects (reading, math, social studies, and science). In addition, students in grades three and five take the Minnesota Comprehensive Assessments in science. Students with reading difficulty are identified in Kindergarten through the use of formal assessments such as the NWEA's, AIMSweb, the work sampling system, and teacher judgment. Students in grades 1-6 are assessed a minimum of three times a year in reading fluency using AIMSweb. Students at risk for failing to read are provided specific interventions. Students qualifying for special education are provided individualized education plans with alternative standards identified.

In the traditional classroom a student would demonstrate competency of standards based objectives as presented by the classroom teacher. Students may do this through successful completion of class work, participation in discussions, successful interactions in cooperative groups, use of manipulatives, and meeting minimum requirements on both local and state assessments. Students may earn the Presidential Academic Award in grade six when demonstrating excellence in the classroom and state assessments. Special Education students may receive support either within the regular classroom setting or in individual or small group settings at an alternative location. Title 1 support would also be available for those who qualify and could be in the classroom setting or in small group review. Gifted and Talented students would be eligible to participate in Project Challenge. These classroom sessions are offered to students based on the NWEA's, MCA's, classroom grades, and a modified Renzulli scale. Alternative education services are provided by the Sp. Ed. teacher. After school programs such as athletic programs, dance, music, games, and academic enrichments also exist.

Students in the upper grades may participate in the Battle Lake Science and Math Expo modeling exemplary science and math fair projects, participate in chemistry and physical science demonstrations, and experience conference judging. Students also engage in several hands-on learning activities and experience nature first hand in an outdoor classroom (Glendalough State Park) complete with a classroom, wildlife, wetlands, prairie, and woods.

Battle Lake Elementary School is filled with additional experiences to promote literacy. Opportunities exist to participate in the National Spelling Bee, National Geography Bee, and use Accelerated Reader. Students use the Pearson web site to engage in targeted activities to boost scores in math, reading and science. Students also have access to the Study Island program for the same purpose. I Love to Read Month held every February will highlight student reading successes all over the school!

Physical Education: Students participate in 25 minutes of physical education class every day. Students will be monitored from kindergarten through grade six as they look to self improve in the areas of health and fitness. Opportunities to participate as individuals and groups are provided as students play games,

snow shoe, ski, run, jump, and much more. Students can earn Presidential awards for fitness and sportsmanship. DAPE is provided for qualifying students.

Visual and Performing Arts: Students participate in 25 minutes of performing arts three times per week. Students in grades 5-6 may participate in a band program and also may choose to be involved in choir. Individual lessons also accompany these two programs and three public performances each year highlight student growth. Students also engage in the visual arts for 45 minutes once every three weeks under the direction of a licensed art instructor. Working with a variety of medium such as clay, paint, drawing, and mixed media, students are encouraged to explore personal aesthetics through their own creations.

Foreign language: All students in grades K-6 are exposed to the foreign languages of Mandarin Chinese and Spanish for 30 - 45 minutes every two or three weeks under the direction of licensed instructors. Using age appropriate curriculum, students learn to use simple greetings, count, identify typical objects, and are introduced to these unique cultures.

2. Reading/English:

The reading curriculum for grades K-6 is the 2009 MacMillan McGraw Hill Treasures series. This series offers an inclusive program that teaches the six basics of reading instruction: print awareness, phonemic awareness, phonics, vocabulary, fluency and comprehension. As the students learn the foundational concepts of reading, they are exposed to a wide variety of genres: including numerous non-fiction pieces, award winning literature, and multi-cultural selections. This reading series provides our teachers with resources they need to help the students become successful readers and writers.

In the primary grades, an emphasis is placed on phonemic awareness and phonics instruction. Kindergarten and first grade teachers model print awareness and provide phonemic awareness lessons that provide students with an auditory learning experience. Through the use of rhymes and chants set to music, our students learn to isolate phonemes and identify and blend sounds. First grade teachers use guided reading groups to provide practice with phonics skills using text related to the theme of study. Second grade students combine vocabulary learning with writing instruction to reinforce word meaning in context.

Students in grades 2 through 6 are provided with reading material at their reading level through the use of Accelerated Reading. Fluency is achieved when reading text that is at an appropriate level for each reader, which is especially helpful for struggling readers. As they work at their levels, the teacher is able to monitor and respond to a struggling student's progress with individualized reading conferences, 1:1 reading with an adult, and duo-log reading.

Grades 4-6 supplement the MacMillan-McGraw Hill program with the Reading Renaissance method. Reading Renaissance is taught by having the students follow along in their individual copies of the chosen class text, thus not only hearing correctly modeled fluency, but also being guided thru the comprehension skills that good readers use: use of background knowledge, predicting, the modeling of asking questions as they read, making connections, and inferring.

To insure that each student is having their learning needs met, our Title I staff provides additional support for struggling students with small, flexible group work and individual pullout as directed by the classroom teacher.

The new component to the district this year is implementation of Response to Intervention model (RtI). RtI will help us identify at-risk students who fall into Tier 2 or 3 by screening, assessing, identifying and providing interventions to these individuals. Consistent and frequent evaluation will monitor their progress.

3. Mathematics:

Through careful consideration, Battle Lake Elementary School made a conscience decision five years ago to systematically improve our elementary math program. To achieve this goal we have used a three pronged approach. First of all, we selected the Everyday Math curriculum by Wright Group/McGraw-Hill, transitioning into the new materials incrementally over a two year period. Next, we consciously began a shift in our teaching perspective from the traditional method of math instruction where teachers are just delivering information, to a more innovative approach which celebrates and challenges students' thinking. Finally, one of the most important pieces of the puzzle has required us to implement strategies to help bridge the achievement gap. We have always been known as a caring school trying to help all students. However, through regularly scheduled collaboration two times per month, we are more purposefully developing strategies to reach our students and help them connect with their learning.

Specifically our curriculum allows students to develop and share their own thinking strategies both verbally and in written form. We accomplish success with our students by balancing practice of basic skills common to each grade level with more challenging problem solving. On a daily basis our students are analyzing, exploring, making connections, and extending their knowledge by working on activities with partners or in small groups as often as possible. Engaging lessons that stimulate students' thinking and interests create the foundation for our classrooms to be filled with wonder. Students are also encouraged to set personal goals which challenge them to reach their full potential. For example; helping students focus on and accomplish measurable improvement in grades 4-6, we use the supplemental Accelerated Math program along with our core curriculum. This program helps the teachers and students manage each student's progress through a specific set of objectives based on our state standards.

Finally, if a student is struggling a variety of differentiated strategies are implemented. In grade four for example, pre-teaching lessons to struggling students has improved students' self confidence and interest in math. Grades five and six participate in an after school math practice club. Small group and 1:1 sessions with students who are not mastering standards are a regular practice. Inspiring students to take risks when trying to solve problems, individualizing instruction, practice and/or assessment to meet each students needs and learning style, all help our school build mathematic confidence and creative thinking.

4. Additional Curriculum Area:

Battle Lake School science curriculum is based on Minnesota's academic standards. These standards center on best practice and are measured on a state-wide basis in grades three, five, eight, and in the year in high school when students complete a life science course

In the lower grades science instruction is primarily embedded within language arts. Students are learning content along with the literacy skills necessary to be successful in all subject areas. Integration is essential; students meeting the first grade life science standard *Natural systems have many components that interact to maintain the system* spend time examining how habitats compare between animals and humans. With the teacher's assistance, students research (reading books, visual and auditory presentations, nature walks) various animal habitats and how those habitats meet the needs of the animal. They compare this with human made structures and list specific similarities and differences. Students will be asked to question and hypothesize regarding the function of various features within the habitat and will meet science and engineering standards by supporting their presentations with evidence and recognizing that people use appropriate tools to gather and analyze data. Minnesota standards in social studies are also met as students become familiar with *how families live today and in earlier times, recognizing that some aspects change over time while others stay the same*. Students share their learning by recreating an animal habitat of their choice and an oral or written presentation.

In the upper grades, investigation and hands-on learning shine as students utilize and build upon their literacy skills to demonstrate learning. Sixth graders will apply science and engineering standards as they observe, hypothesize, design, test, and analyze a concept to be shared with each other and the public at the Battle Lake Science and Math Expo. Fifth grade students make frequent trips to Glendalough State Park

(including one afternoon of ice fishing as part of the MinnAqua curriculum) and make inferences about the natural systems and their living organisms.

Using logic, making inferences, collecting evidence, reading critically, discussing, writing and sharing knowledge, all our part of the science curriculum and instruction at Battle Lake and help fulfill our mission of providing educational excellence in a safe, respectful, accepting environment while preparing all students to meet the challenges of a changing world.

5. Instructional Methods:

Battle Lake Schools is committed to meeting the needs of individual learners. Teachers differentiate instruction through the modification of content, process, and products. All three of these areas are effectively employed due to a clear understanding of student needs gathered through data collection and discussed at regularly scheduled grade level and staff meetings.

Content is modified in several ways. In language arts classes, students are provided with text at their individual reading levels. Students are given leveled readers as part of core curriculum and use the Accelerated Reader program which provides appropriate level content and student choice – a key strategy in differentiation. Accelerated math is also used with students working at their own level and pace. Students above grade level are provided opportunities to pursue advanced standards both individually and in small groups as well as compete in the Math Masters program and Science and Math Expo. Children may also qualify for Project Challenge, which meets once weekly for academic enrichment in all subject areas. Learning centers and free choice time, including such features as books on tape and tactile tables, provide additional opportunities for individualized learning. Finally, adjustments in the learning environment; working inside a small tent, on the floor, at tables, soft furniture, or even sitting on exercise balls, helps meet those learning styles as well.

Smart boards are one of the many tools our teachers use to differentiate process. All elementary classrooms are now equipped with this technology. The boards allow students to manipulate text, graphs, etc. through actual touch or the use of a keypad. Color and sound can easily be manipulated as well. Teachers use varied graphic organizers such as T-notes and Venn diagrams and provide individual and small group learning opportunities. Qualifying students receive supplemental support through the use of Title One instructors and Para educators.

Staff also differentiates products – how students show they have mastered an objective. Students in fifth grade social studies may type a research paper or create a visual representation - accompanied by an oral presentation - on specific standards. Assignment length is varied depending on skill sets. For example, certain students may chose ten of the twenty spelling words to focus on while others may be given additional challenge words. Finally, many of our teachers use the R.A.F.T. strategy, allowing students to choose the Role, Audience, Format, and Topic while meeting appropriate lesson objectives.

6. Professional Development:

The professional development program in our district is organized by a committee of teachers, administrators, support staff and a school board member. The committee meets regularly to plan activities, appropriate funds, and analyze current programs to determine if student achievement goals are being met. The program provides support for all district employees.

Professional development activities include an annual summer Data Retreat for teachers and administrators to analyze the test data for our district and to identify areas of strength and areas of concern. This has provided the teachers with valuable insight into areas of student instruction that can be improved upon. For example, a review of data across time revealed that 3rd grade reading scores were dropping each year following 2nd grade scores that were strong. This prompted a curriculum review and a change was made, student needs were better met, and scores improved.

The district staff meets monthly for a professional development session. Topics have included learning to implement the 6+1 Traits of Writing, a chapter by chapter review of Robert J. Marzano's work in Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement, training to implement the online professional development tool PD360, sessions for teachers to analyze and review state and NWEA testing data and discussions on including differentiated instruction in the classroom. These monthly sessions are a valuable tool in keeping staff current on research and tools that are pertinent for use immediately with students.

The elementary staff has done extensive work on the implementation of best practices in reading. Time for reflection and evaluation were included in the process of curriculum review and alignment of curriculum with state and national academic standards. Using state testing data, along with our NWEA data, teachers looked for strengths and weaknesses throughout our elementary student body.

A considerable amount of time has been invested in preparing our teachers and support staff for the implementation of a Response to Intervention model. This implementation will allow us to serve the population of students that are struggling and will benefit from a concentrated academic intervention.

Overall, the state has annually increased its rigor on the standards that our district is accountable for and reduced our budget. We have successfully made gains in student achievement scores each year, which indicates that our focus on professional development topics that directly impact the classroom and teacher practice is a strategy that is effective.

7. School Leadership:

The school leadership model in our district has undergone several transformations in recent years – some of which are due to increasing financial pressures on our district as Battle Lake ranks 319th out of 337 Minnesota school districts in combined per student revenue. Our district presently has two administrators. Five years ago the school had a combination superintendent/elementary principal with a lead elementary teacher and a high school principal. The district lost the lead elementary teacher position. Two years ago, the high school principal became the district's curriculum director. Last year, the principal took on a K-12 assignment while remaining the district's curriculum director. We now have a model with a superintendent/9-12 principal and a K-8 principal/district curriculum director.

It would be nice to be able to say that we have landed on the perfect administrative configuration, however, in our opinion, the administrative configuration is less important than having the right people with the right skill sets in place. We don't view our roles strictly in terms such as elementary or secondary. Instead, we view the educational experience we are providing holistically from a preK-12 perspective.

Strong administrators are excellent communicators, listeners, and problem solvers. They provide leadership and vision to the organization and develop those qualities in others. They are committed to promoting a school environment that supports teachers and students while setting very high standards and expectations.

The principal plays a key role in gathering information and soliciting ideas on how to improve the school. Recent examples show the wide-range of decision-making employed. Changes were made to the routine before classes start to give students a chance to exercise. We now have a student writer of the month at each grade level. Students will be participating in the Geography Bee program as well as a program called Math Masters. We have a curriculum review cycle and a process for making curricular decisions. We have a system to collect and analyze data and our results are discussed and shared across the district. All of these initiatives started because the principal and staff have established relationships built on trust and respect.

Both administrators have been strong role models by seeking out experiences that contribute to their own personal and professional development. Recent opportunities that administration have participated in

include: Assessing Academic Rigor in the Classroom; MCA Data Retreat & NWEA - You've Got the Data...Now What?; Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform; 6 + 1 Trait Writing Seminar; Response to Intervention, and Future Focused Leadership presented by Gary Marx. When school leaders demonstrate that they are not afraid of growth, change, and challenge - it establishes a school culture where innovation and risk are promoted and celebrated.

Our school will continue to change and evolve. We will continue to develop leadership among all employees in our organization. It is a challenging time in education, but an exciting one as well. Our vision to offer a world-class 21st century education for all of our students will remain vibrant and will guide our journey as an organization.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Minnesota Comprehensive Assessment II

Edition/Publication Year: 2006 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds	93	97	94	98	94
Exceeds	66	58	71	71	30
Number of students tested	44	31	35	41	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds	94	92	100	100	82
Exceeds	63	54	70	77	18
Number of students tested	16	13	10	13	11
2. African American Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
6. American Indian					
Meets or Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11MN13

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Minnesota Comprehensive Assessment II

Edition/Publication Year: 2006 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds	93	94	100	95	85
Exceeds	80	71	89	61	71
Number of students tested	44	31	35	41	34
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds	94	92	100	85	73
Exceeds	81	54	100	62	55
Number of students tested	16	13	10	13	11
2. African American Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
6. American Indian					
Meets or Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11MN13

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Minnesota Comprehensive Assessment II

Edition/Publication Year: 2006 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds	92	85	91	89	88
Exceeds	54	48	51	57	30
Number of students tested	37	33	43	35	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds	88	70	75	85	82
Exceeds	41	50	44	46	27
Number of students tested	17	10	16	13	11
2. African American Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
6.					
Meets or Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11MN13

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Minnesota Comprehensive Assessment II

Edition/Publication Year: 2006 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds	84	85	86	91	82
Exceeds	51	55	51	54	52
Number of students tested	37	33	43	35	33
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds	71	70	75	85	64
Exceeds	35	50	38	38	27
Number of students tested	17	10	16	13	11
2. African American Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
6. American Indian					
Meets or Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11MN13

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Minnesota Comprehensive Assessment II

Edition/Publication Year: 2006 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds	78	68	85	67	67
Exceeds	43	45	39	18	14
Number of students tested	37	44	33	33	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds		61	64		62
Exceeds		33	18		19
Number of students tested	8	18	11	8	21
2. African American Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
6. American Indian					
Meets or Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11MN13

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Minnesota Comprehensive Assessment II

Edition/Publication Year: 2006 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds	97	77	97	85	83
Exceeds	46	39	67	55	39
Number of students tested	37	44	33	33	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds	88	67	91	75	81
Exceeds	38	28	36	63	43
Number of students tested	8	18	11	8	21
2. African American Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
6. American Indian					
Meets or Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11MN13

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6 Test: Minnesota Comprehensive Assessment II

Edition/Publication Year: 2006 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds	93	81	82	68	56
Exceeds	52	43	18	7	22
Number of students tested	44	37	33	41	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds	80	88	73	57	36
Exceeds	27	31	18	10	14
Number of students tested	15	16	11	21	14
2. African American Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
6. American Indian					
Meets or Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11MN13

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6 Test: Minnesota Comprehensive Assessment II

Edition/Publication Year: 2006 Publisher: Pearson

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds	84	92	91	78	86
Exceeds	45	46	48	34	47
Number of students tested	44	37	33	41	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds	80	98	91	57	79
Exceeds	27	31	36	38	36
Number of students tested	15	16	11	21	14
2. African American Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
3. Hispanic or Latino Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
4. Special Education Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
5. English Language Learner Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
6. American Indian					
Meets or Exceeds					
Exceeds					
Number of students tested					
NOTES:					

11MN13

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds	90	81	87	81	75
Exceeds	53	48	46	39	24
Number of students tested	162	145	144	150	138
Percent of total students tested	100	99	97	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds	84	78	78	77	64
Exceeds	42	41	38	33	20
Number of students tested	56	57	48	55	57
2. African American Students					
Meets or Exceeds	50	67	60	67	100
Exceeds	0	0	20	0	67
Number of students tested	2	3	5	3	3
3. Hispanic or Latino Students					
Meets or Exceeds	75	50			
Exceeds	25	50			
Number of students tested	4	2			
4. Special Education Students					
Meets or Exceeds	55	50	67	54	43
Exceeds	18	10	33	15	0
Number of students tested	11	10	12	13	14
5. English Language Learner Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
6. American Indian					
Meets or Exceeds	100	100		100	0
Exceeds	50	100		67	0
Number of students tested	2	2		3	1
NOTES: We test 100% of our students. However, because students left our district just prior to our testing date the State of Minnesota saw them as being part of our district. As a result of this, the records for 2008 - 2009 showed inaccurately that we tested only 99% of our students and the 2007 - 2008 records showed inaccurately that we tested only 97% of our students.					

11MN13

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 0

	2009-2010	2008-2009	2007-2008	2006-2007	2005-2006
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets or Exceeds	90	86	93	85	84
Exceeds	56	51	63	51	52
Number of students tested	162	145	144	150	139
Percent of total students tested	100	99	97	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Meets or Exceeds	83	81	90	73	76
Exceeds	47	39	50	48	41
Number of students tested	56	57	48	55	57
2. African American Students					
Meets or Exceeds	100	67	80	67	100
Exceeds	0	33	40	33	100
Number of students tested	2	3	5	3	3
3. Hispanic or Latino Students					
Meets or Exceeds	75	50	0	0	0
Exceeds	25	50	0	0	0
Number of students tested	4	2	1	0	0
4. Special Education Students					
Meets or Exceeds	64	30	58	38	29
Exceeds	97	10	25	15	14
Number of students tested	11	10	12	13	14
5. English Language Learner Students					
Meets or Exceeds					
Exceeds					
Number of students tested					
6. American Indian					
Meets or Exceeds	100	100	0	100	100
Exceeds	50	50	0	67	0
Number of students tested	2	2	0	3	1
NOTES: We test 100% of our students. However, because students left our district just prior to our testing date the State of Minnesota saw them as being part of our district. As a result of this, the records for 2008 -2009 showed inaccurately that we tested only 99% of our students and the 2007 - 2008 records showed inaccurately that we tested only 97% of our students.					

11MN13